

PLEASANT HILL ELEMENTARY

127 Schoolhouse Drive
Hemingway, South Carolina 29554

GRADES PK-5 Elementary School

ENROLLMENT 401 Students

PRINCIPAL Timothy Carnahan 843-558-9417

SUPERINTENDENT Dr. H. Randall Dozier 843-436-7000

BOARD CHAIR Mrs. Charlesann H. Buttone 843-436-7000

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING: **GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	25	52	17	0

IMPROVEMENT RATING: **GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS: **YES**

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Average	Unsatisfactory	N/A
2002	Good	Below Average	N/A
2003	Good	Below Average	No
2004	Good	Good	Yes

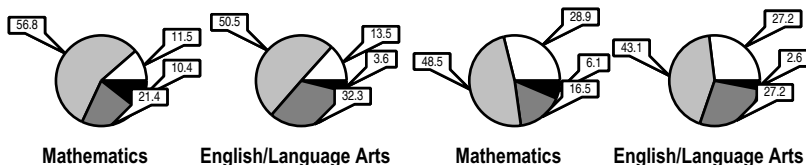
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

65.3%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	199	100.0	13.5	50.5	32.3	3.6	48.4	Yes	Yes
Gender									
Male	98	100.0	18.6	53.6	25.8	2.1	43.3		
Female	101	100.0	8.4	47.4	38.9	5.3	53.7		
Racial/Ethnic Group									
White	84	100.0	7.2	36.1	49.4	7.2	69.9	Yes	Yes
African-American	112	100.0	18.9	61.3	18.9	0.9	31.1	Yes	Yes
Asian/Pacific Islanders	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	172	100.0	12.7	48.5	34.5	4.2	51.5		
Disabled	27	100.0	18.5	63.0	18.5	0.0	29.6	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	199	100.0	13.5	50.5	32.3	3.6	48.4		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	198	100.0	13.6	50.3	32.5	3.7	48.2		
Socio-Economic Status									
Subsidized meals	155	100.0	15.5	54.7	28.4	1.4	42.6	Yes	Yes
Full-pay meals	44	100.0	6.8	36.4	45.5	11.4	68.2		

Mathematics - State Performance Objective = 15.5%									
All Students	199	100.0	11.5	56.8	21.4	10.4	52.6	Yes	Yes
Gender									
Male	98	100.0	11.3	56.7	21.6	10.3	57.7		
Female	101	100.0	11.6	56.8	21.1	10.5	47.4		
Racial/Ethnic Group									
White	84	100.0	2.4	48.2	28.9	20.5	69.9	Yes	Yes
African-American	112	100.0	18.9	63.2	16.0	1.9	39.6	Yes	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	172	100.0	6.7	58.2	23.0	12.1	57.6		
Disabled	27	100.0	40.7	48.1	11.1	0.0	22.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	199	100.0	11.5	56.8	21.4	10.4	52.6		
English Proficiency									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	198	100.0	11.5	56.5	21.5	10.5	52.9		
Socio-Economic Status									
Subsidized meals	155	100.0	13.5	60.1	20.3	6.1	45.3	Yes	Yes
Full-pay meals	44	100.0	4.5	45.5	25.0	25.0	77.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	57	100.0	14.8	50.0	29.6	5.6	35.2
	Grade 4	82	100.0	17.7	67.1	15.2	N/A	15.2
	Grade 5	69	98.6	29.2	66.2	4.6	N/A	4.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	67	100.0	6.0	40.3	44.8	9.0	53.7
	Grade 4	61	100.0	16.7	51.7	30.0	1.7	31.7
	Grade 5	71	100.0	18.3	66.2	15.5	N/A	15.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	57	100.0	16.7	57.4	16.7	9.3	25.9
	Grade 4	82	100.0	12.7	58.2	21.5	7.6	29.1
	Grade 5	69	100.0	7.6	63.6	22.7	6.1	28.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	67	100.0	13.4	62.7	17.9	6.0	23.9
	Grade 4	61	100.0	10.0	51.7	30.0	8.3	38.3
	Grade 5	71	100.0	9.9	59.2	15.5	15.5	31.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 401)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	3.8%	N/A	3.6%	2.7%
Attendance rate	96.3%	Up from 95.6%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	10.6%		5.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.5%		4.6%	3.5%
Eligible for gifted and talented	18.4%	Up from 13.4%	8.2%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.2%	Up from 8.7%	8.8%	8.2%
Older than usual for grade	3.7%	Down from 4.0%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	63.6%	Up from 56.3%	46.9%	51.4%
Continuing contract teachers	81.8%	Down from 93.8%	85.7%	87.5%
Highly qualified teachers**	100.0%	N/A	94.6%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	87.6%	Up from 82.6%	86.0%	86.7%
Teacher attendance rate	94.2%	Down from 96.6%	94.6%	94.9%
Average teacher salary	\$40,640	Up 3.9%	\$40,379	\$40,760
Prof. development days/teacher	9.5 days	Down from 13.1 days	13.4 days	12.4 days

School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	16.9 to 1	Up from 16.6 to 1	17.7 to 1	18.9 to 1
Prime instructional time	89.5%	Down from 90.7%	89.9%	90.0%
Dollars spent per pupil*	\$7,447	Down 32.2%	\$6,243	\$6,044
Percent of expenditures for teacher salaries*	55.7%	Down from 61.4%	65.3%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.8%	Up from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	85.5%	92.0%
Highly qualified teachers in high poverty schools**	94.0%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

As the principal of Pleasant Hill Elementary School, I am very proud of the progress that our school has made over the past school year. Our teachers and staff have worked very diligently to provide opportunities for enhancement of our curriculum, as well as remediation for students who had identified needs. We have ensured that our students have been exposed to all of the South Carolina Learning Standards and have provided exposure to a variety of assessments to document mastery. The school district has enabled us to offer "extended day" at which time our teachers have tutored students in all academic areas. The students have been asked to demonstrate new ways to express their learning via the PACT. This prompted teachers to provide instruction conceptually rather than at a factual, recall level of thinking. As you examine the report card, please note the improvement score as well as the actual results of this year's test.

The Pleasant Hill staff, parents, and students made academic achievement a top priority during the past school year. Reading is one of the most powerful tools we have in education. Students applied this concept in practice as they read a total of over 117,000 books in grades K-5 over the course of the year. Another powerful tool our staff used to improve academic achievement was Measures of Academic Progress. This allowed our instructional staff to focus on every child's individual growth and achievement in grades 2-5. Our school participated in the Curriculum Calibration program that assisted in aligning our instruction with the state standards.

Georgetown County School District has encouraged the use of technology in all of the curricula. In order to prepare our students for the 21st Century, students must be exposed to technology. With this in mind, students in grades 3-5 were exposed to math concepts using technology. Also reading and writing via technology was provided to students in all grades. I feel that our students are prepared to locate and utilize this information in meaningful ways.

Many of our students have also been identified as having talents in the areas of art and music, as well as demonstrated excellence in areas of physical education. We have encouraged students' best efforts in every endeavor. Enrichment classes were provided to students in grades 2-5 to assist in developing these talents.

Our school has truly responded to the mission to provide challenging educational programs that require all students to meet high academic standards and to prepare all students to be responsible citizens and lifelong learners. We will continue to reach for higher expectations for students and ourselves as we embrace new challenges.

Timothy Carnahan
Principal

Deborah Ard
SIC Chairperson

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	26	24	52
Percent satisfied with learning environment	96.0%	83.3%	80.4%
Percent satisfied with social and physical environment	95.7%	91.3%	82.7%
Percent satisfied with home-school relations	73.1%	79.2%	76.0%

*Only students at the highest elementary school grade level at this school and their parents were included.